

Writing Instruction in Intermediate and Secondary Classes

Explicit Instruction on Writing Arguments, Informative Texts, and Narratives

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Arguments/Opinions -To persuade

- **Definition**
 - A reasoned, logical argument
 - To support claims
 - To demonstrating that writer's position, belief, or conclusion is valid
- **Purpose**
 - Change reader's point of view
 - Bring about some action on reader's part
 - Ask reader to accept writer's explanation
- **Genre**
 - essay, letter, editorial

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Informative Text - To Inform or Explain

- **Definition**
 - Text
 - That examines a topic and conveys ideas, concepts, and information clearly
- **Purpose**
 - To increase reader's knowledge of subject
 - To help reader understand a procedure or process
 - To provide reader with enhanced understanding of concept
- **Genre**
 - literary analyses, reports, summaries, comparisons, instructions, manuals, memos, resumes

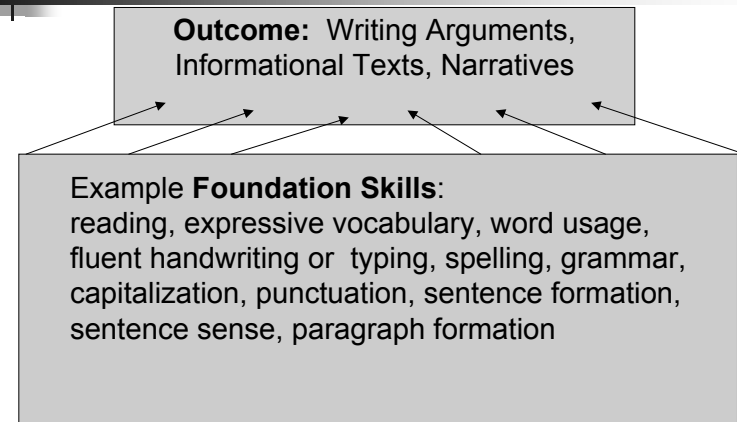
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Narratives - To Convey Experience

- **Definition**
 - A written product
 - That conveys real or imagined experiences
 - Using time as the structure
- **Purpose**
 - To entertain
 - To inform
 - To instruct
 - To persuade
- **Genre**
 - fictional stories, memoirs, anecdotes, autobiographies

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Big Idea: Writing products dependent on foundation skills



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Big Idea - Break down complex skills

- Complex skills and strategies should be broken down into smaller (easy to obtain) instruction units
- This will promote success

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Break down complex skills into easy to obtain segments

Body of Argument

Transcription

1. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason.
2. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason followed by sentences containing facts and details, connected with transition words and phrases.
3. When given three reasons and related facts and details, can write three paragraphs each containing a topic sentence stating the reason followed by sentences containing facts and details, connected with transition words and phrases.

Planning

4. When given a position on a topic, can generate reasons to support that position.
5. When given a topic, can generate a position and reasons and details to support that position.
6. When given a topic, can generate a position and reasons to support that position, and details to logically support each reason.
7. When given a topic, can generate a plan for the body of an essay (the position, the reasons, details to support each reason) and transcribe the plan into three coherent paragraphs.

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Break down complex skills.

Introduction

8. For previously formulated argument papers, writes an introduction that: a) grabs the attention of the reader, b) states the writer's opinion, and c) introduces reasons to support the writer's opinion.

Conclusion

9. For previously formulated argument papers, writes a short conclusion "wraps it up" the essay by: a) summarizing the opinion and reasons, b) calling for some action to be taken, or c) explaining the outcomes of not following the writer's suggestions.

Arguments (Desired Outcome)

10. When given a topic, can plan, write, and edit an argument paper that includes: a) an effective introduction, b) a well structured body with logically organized reasons and related facts and details, linked with appropriate transition words and phrases, and c) a short conclusion that "wraps it up".

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Big Idea - Provide Explicit Instruction

- Practice is not adequate. Well designed instruction is needed.
- Remember practice does not make perfect...only permanent.

- Model -** I do it.
- Guided Practice -** We do it.
- Check understanding-** You do it.

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Big Idea - Scaffold Instruction

- Scaffold Instruction, gradually fading out teacher assistance.

M	T	W	T	F
I do it.	We do it.	We do it.	We do it.	We do it.

M	T	W	T	F
You do it.		You do it.		You do it.

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Big Idea - Provide Feedback

- Peer Feedback:** Students give **focused** feedback to their peers after teacher modeling
- Group Feedback:** Teacher shares with class consistent strengths and areas needing improvement
- Individual Teacher Feedback**
 - Monitor during writing session, giving feedback *Praise/Acknowledgement, Corrections, Encouragement*
 - Provide feedback on limited area of rubric
 - Provide feedback on entire rubric
 - When feasible, conference with students.

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Big Idea - Provide Judicious Practice

- Have students write many products of focus genre to promote mastery
- After initial instruction, products can be composed in a variety of classes

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Big Idea - Consider motivation

- Consider **motivation**.
 - **Success** (perceived probability of success)
 - **Interest** (interest in the topic)
 - **Choice** (narrow choice when possible)

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BIG IDEAS - Teach the “What” and “How”

- **WHAT**
 - Critical attributes
 - Rubric
 - Example
- **HOW**
 - Writing Process

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WHAT

- Ask yourself, what are the **CRITICAL ATTRIBUTES** of a well-written product.
- **Consider the Six Traits**
 - Ideas
 - Organization
 - Word Choice
 - Voice
 - Sentence Fluency
 - Conventions

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What

- Design a simple, easy to understand **RUBRIC**.
- Consider introducing only a portion of the rubric initially. Focus on ideas, organization, and conventions.
- Provide an **EXAMPLE** to illustrate the critical attributes.
- (Optional) Guide students in analyzing a non-example to determine missing attributes.

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WHAT

Example # 1

- descriptive paragraph rubric, example
- passage summary rubric, example and non-example

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HOW

■ Writing process

- | | |
|--------------|---------|
| ■ Planning | Plan |
| ■ Drafting | Draft |
| ■ Revising | Revise |
| ■ Editing | Edit |
| ■ Rewriting | Rewrite |
| ■ Publishing | Publish |

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HOW - Plan

Plan

T = Topic/Task

A = Audience

P = Purpose

Plan

Think or

Collect Evidence

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Brainstorming

- **Think**
 - Students record ideas.
 - Teacher monitors and writes ideas and names on transparency or paper (depending on technology used in the classroom).
- **Pair**
 - Students share ideas with partners.
 - Teacher monitors and continues to record ideas and names on transparency or paper.
- **Share**
 - Teacher shares ideas with class by displaying collection of ideas/names on the screen.

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HOW - Plan

- Support for organization of written product
 - **Writing frames**
 - **Strategies**
 - **Think Sheets**

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Frames

Writing frames

- Use with beginning writers.
- Use as an accommodation for emerging writers.
- Use to support specialized writing.
- Use to support summarization.
- Use to emphasize use of academic language.

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Frames

- See examples.
 - **Example #2.** Beginning writers (basic paragraph)
 - **Example #3.** Accommodation for emerging writers (state report, mammal report)
 - **Example #4.** Specialized writing (story problem explanation)
 - **Example #5.** Summarization narrative (story grammar)
 - **Example #6.** Summarization expository.
 - **Example #7.** Academic Language

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Strategies

Strategy for Paragraph Writing

- List
- Cross-out
- Connect
- Number
(Write)

REWARDS PLUS (Sopris West)

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Strategies

- See Example #8 for summary writing
 - Strategy
 - Example of Strategy Use
 - Example Summary
 - Rubric

REWARDS Plus (Sopris West)

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Think Sheets

Examples

- Example # 9 -
 - Think sheet for organizing compare/contrast
 - Example paragraph

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Think Sheets

- Example # 10 - Essay to persuade/convince
 - Example Rubric
 - Example Essay
 - Think Sheet
- Example # 11 - Essay to explain/inform
 - Example Rubric
 - Example Essay
 - Think Sheet

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Think Sheets

Examples

- Example # 12
 - Think sheet for narrative - short story

- Example # 13
 - Think sheet for narrative - personal experience
 - Example personal experience